

**AN ANALYSIS OF TRANSLATION TECHNIQUES OF
MODALITY IN HORTATORY TEXT BY ENGLISH
DEPARTMENT STUDENTS OF UNP**

Thesis

*Submitted as a Partial Fulfillment of the Requirements to Obtain Bachelor of
Education (B. Ed)*



Yogi Ilham

15018083/ 2015

Advisor:

Witri Oktavia, M.Pd.

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ENGLISH LANGUAGE AND LITERATURE

FACULTY OF LANGUAGE AND ARTS

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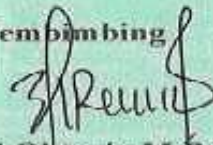
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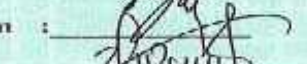
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Dengan ini menyatakan, bahwa Tugas Akhir saya dengan judul *An Analysis of Translation Techniques of Modality in Hortatory Text by English Department Students of UNP* adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan negara.

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Abstract

Ilham, Yogi . 2020 **“AN ANALYSIS OF TRANSLATION TECHNIQUES OF MODALITY IN HORTATORY TEXT BY ENGLISH DEPARTMENT OF UNP”**. *Thesis*. Padang. Jurusan Bahasa Inggris. Fakultas Bahasa dan seni. Universitas Negeri Padang.

This study analyzes the translation technique of modality in hortatory text and translation accuracy of hortatory text made by the students in academic year 2017 at the English Language and Literature Department. The purpose of this research is to find out the translation techniques used in translation of modality in hortatory text and translation accuracy in translating hortatory text entitled "Defend the forest". This study was descriptive qualitative research used in analysing the technique and the accuracy in translating hortatory exposition text. The instrumentation of this research was translation test. The translating techniques found were follows: Established equivalence (86.8%) from 243 number of data, variation (6.8%) from 19 number of data, reduction (4.3%) from 12 number of data and amplification (2.2%) from 6 number of data. The results of this study indicate that English Language and Literature Department students use the Established equivalence technique as a technique mostly used to translate hortatory text entitled "defend the forest". For the accuracy in translating hortatory text, the average score is 2,67 that is categorized as an accurate translation.

Kata kunci:; Translation Technique, Translation Accuracy, Modality, Hortatory Exposition Text

Abstrak

Ilham, Yogi . 2020 “**AN ANALYSIS OF TRANSLATION TECHNIQUES OF MODALITY IN HORTATORY TEXT BY ENGLISH DEPARTMENT OF UNP**”.*Thesis*. Padang. Jurusan Bahasa Inggris. Fakultas Bahasa dan seni. Universitas Negeri Padang.

Penelitian ini menganalisa teknik dan akurasi pada hasil terjemahan yang dilakukan oleh mahasiswa yang teregistrasi tahun ajaran 2017 di Jurusan Bahasa Inggris program studi Pendidikan Bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui teknik penerjemahan yang digunakan dalam menerjemahkan modalitas yang terdapat pada teks hortatory berjudul “Defend the Forest” dan juga untuk melihat akurasi penerjemahan pada keseluruhan teks tersebut. Penelitian ini bersifat deskriptif kualitatif dan instrumen yang digunakan dalam pengambilan data adalah tes penerjemahan. Teknik menerjemahkan yang ditemukan sebagai berikut: Established equivalence (86.8%), variation (6.8%), reduction (4.3%) and amplification (2.2%). Hasil dari penelitian ini menunjukkan mahasiswa Bahasa Inggris program studi Pendidikan Bahasa Inggris menggunakan Generalization technique sebagai teknik yang sering digunakan untuk menerjemahkan teks hortatory berjudul “Defend the forest”. Lalu hasil untuk akurasi pada hasil terjemahan didapatkan skor rata-rata untuk keseluruhan terjemahan adalah 2,67 dan dikategorikan sebagai terjemahan yang akurat.

Kata kunci:; teknik menerjemah, akurasi hasil terjemahan, Modalitas, Bahasa Inggris, penerjemahan

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Padang, Februari 2020

Yogi Ilham

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CHAPTER I

INTRODUCTION

A. Background of the Study.

Translation becomes an academic subject at English Department. At Universitas Negeri Padang, the translation subject is learned at 3rd year in the university. There are two kinds of translation that are being learned by the student of English department. English-Indonesian translation and the next level of translation subject is Indonesian-English Translation. In sixteen meetings, they are taught the theories and practice of translation. So, the students are supposed to be able to produce good translation product in various text types, including Hortatory text.

However they still have a problem in producing a good translation because SL (source language) has different grammar from TL (target language). For instance *saya siswa* in Bahasa Indonesia is translated into “*I am student*” in English. There is no any articles on *saya siswa* while English has three kinds of article; a, an, the. Then, the meaning of a word or phrase can be different in a certain language. For example, a phrase *Hot Dog* in English is not translated into “*Anjing Panas*” in Bahasa Indonesia. The phrase is still translated as *Hot dog* in Bahasa Indonesia. This thing becomes the problem while translating. According to Annisa, Saun, and Narius (2016) the different

grammatical systems between the target and source language can be problems in translating.

Sukmaningrum (2016) states that a translator needs to apply some translation techniques in doing the translation work because it will help them to face the obstacles dealing with the structure, culture and linguistics from both languages. *Borrowing* technique as an example is the technique that takes a word straight from another language. The word “*Komputer*” in Bahasa Indonesia is taken from the word *computer* in English. Adaptation is the technique that replaces the SL cultural element which has the same situation in TL culture. For example, the word “*Sepak bola*” is translated into “*football*” in English language while in American-English it is translated into *soccer*.

Based on these problems, the students are hoped to produce high quality translation since they learn about translation technique. Ardi, H (2015) states that choosing an appropriate technique will influence the result of translation and they also learn Cross Cultural Understanding as a subject to provide students with cross-cultural knowledge. There are various factors that influence translation, such cultural background, text difficulty and purposes. Culture indeed has a dominant role in translation. As stated by Robinson (2003:186) translators usually interact with cultural knowledge and cultural difference, because both have been the major focus in translation theory for as long as either has been in existence. Hatim and Mason (1990:16) proposes three features of translation quality. First, the translation should provide a complete transcript of the ideas of the original work. Second, the style and

manner of the writing should be of the same character with that of original. Third, the translation should have all the ease of the original composition. Meanwhile accuracy, readability, and acceptability are the criteria proposed by Shuttleworth and Cowie (1997: 3). Moreover, one of the criteria proposed above, the accuracy is discussed in this research. It was discussed because accuracy is the aspect in which students get the lowest score, while accuracy is the aspect that has the highest proportion in the assessment. According to Muslimah (2019) in her thesis accuracy is the highest importance for the reader to get the meaning from SL.

Research about translation technique has been conducted by some researchers. Fitria (2015) and Setiawan (2017) analyze translation technique in movie subtitle in which they use Molina and Albir's theory. Different from Fitria and Setiawan, Mujahiddah (2015) conducted a research about translation technique in movie subtitle using Newmark's theory. Another researcher are Sundari & Febriyanti (2016) who conducted a research about translation technique in translating informative text for EFL learner and Sahrain (2017) conducted a research about translation technique in Tourism booklet in which they also use Molina and Albir's theory.

In order to do the research about technique of translation, the researcher will use an English hortatory text. According to Gerot and Wignell (1994: 209) hortatory text consists of Thesis, argument and recommendation. The language features of hortatory text is using simple past tense, using modality, focus on generic human and non-human

participants, using mental processes (to state writer think), material process (to state what happens) and relational processes (what is or should be).

Modality is a system of linguistic options that allows the speaker or the writer to express about their beliefs as to whether the proposition expressed is true, obligatory, desirable or actual by using modal word such as could, might, can and etc. Alwi (1992) in Silalahi(2018) classified modal into four categories, namely epistemic, deontic, dynamic and existential modality. Epistemic modality is related to knowledge. Deontic modality is related to permission and obligation. Dynamic modality is related to ability which in Indonesian, is expressed by several words such as dapat, sanggup, bisa and mampu. Existential or intentional modality includes "wish", "hope", "offer" and "request".

Hortatory text is a text that gives information and persuades the reader for what should happen and what should not happen. Since the use of modality is related to the purpose of hortatory text. That is why modality is an important language features on Hortatory text. Then, this text is chosen because this text is familiar for student and this text also use modality more than other text. By knowing these aspects, the researcher thinks the students have a good comprehension of hortatory text. Then, it will be easier for them to translate Hortatory text.

There is similarity between previous studies above to the writer research. All those studies talk about technique of translation. Compared to this research, previous

researches took different participants and different text. Some of them are concerned in analyzing translation technique in functional texts. Meanwhile in this research, the researcher will analyze the students' work. From the previous studies above, it can be seen there is little explanation about the translation technique in academic writing. Because of that the researcher will conducted a research about translation technique of modality in English hortatory text.

B. Identification of the Problem

There are some problems that can be researched related to translation technique in translating hortatory text. First, translation method used in translating hortatory text. The second is translation accuracy while translating. The third is translation technique in translating. The last, the quality of student's translation result in translating hortatory text.

C. Limitation of the Problem

Dealing with the identification of problem, the researcher limits the problem into the technique used in translation of modality in hortatory text by 3rd year student in English department in Universitas Negeri Padang and the students' accuracy in translating hortatory text.

D. Formulation of the Problem

The formulation of this research formulated as follows “What are the techniques used in translation of modality in hortatory Text from English to Bahasa Indonesia used by 3rd year student of English Department student in Universitas Negeri Padang.

E. Research Question

The questions that will be answered by this research are listed as follows:

1. What are the translation techniques used in translation of modality in hortatory exposition text?
2. How is the students’ accuracy in translating hortatory text?

F. Purpose of the Research

The main purpose of this research is to investigate the translation technique used in translation of modality in hortatory text by 3rd year students and the students’ accuracy in translating a hortatory exposition text

G. Significance of the Research

Theoretically, this research is hoped to give scientific contributions for English departments students at Universitas Negeri Padang. For the other researchers, the result of this study can be used as comparison and can support further research. Practically, this research is also expected to give the contribution to translation class. In addition this study can be used by students to improve their translation technique and knowledge about important things in translation.

H. The definition of key terms

The definitions of key terms are as follow:

1. Hortatory text is text that explains to the reader about what should or should not happen.
2. Modality is a modal used to express willingness, obligation or porbability
3. Translation is reproducing a message or idea from source language into a target language.
4. Techniques of translation are the ways of translation to solve a problem in translating process

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, researcher present the conclusion and suggestion based data from the previous chapter .

A. Conclusion

Through the analysis of student test in translation of modality in Hortatory text “Defend the forest”, the researcher found Established equivalence technique is most technique used by students. Based on student test too, the researcher found almost all of the text translated by using Established equivalence (86.8%) from 243 number of data, variation (6.8%) from 19 number of data, reduction (4.3%) from 12 number of data and amplification (2.2%) from 6 number of data.

There are 4 students who get less accurate score in translating hortatory text and 16 students who get the accurate score in translating hortatory text. It might happen because the students do not consider the cultural aspect and the meaning that would be expressed by the students.

B. Suggestion

Based on the analyze and result of the reasearch, these are some suggestions for English learning and study of translation. The result of the research shows student translated with proper technique of translation in several part of text. However, they focus

to make understand TL reader and forget about other technique which suitable for a sentence. Students need to improve their knowledge about technique of translation to give more suitable product of translation and also think about the accuracy of the translation result.

For lecturer, especially in translation studies, the researcher hopes that technique and method of translation will teach deeply in the class. Lecturer also could give a good weekly or daily test to keep student understanding of type text in order to give good product of translation

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